DOCUMENT RESUME

ED 098 825 FL 006 616

TITLE	Guidelines for Foreign Language Education in the Seventies/RUSSIAN.
INSTITUTION	Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.
PUB DATE	74
NOTE	63p.; For related documents, see FL 006 614-618
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Curriculum Development; *Curriculum Guides; Educational Objectives; Elementary Education; *Elementary Secondary Education; Junior Colleges; Junior High Schools; *Language Instruction; *Language Skills; *Russian; Russian Literature; Secondary Education; *Second Language Learning; Skill Development; Teaching Methods

ABSTRACT

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to Russian instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the Russian language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instruction materials are appended. (CK)

ED 098325

STATE OF ILLINOIS
OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
Michael J. Bakalis, Superintendent

GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES

R U S S I A N

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 006 616

Instructional Services Section
Foreign Languages

1 9 7 4

2/3

INTRODUCTION

Guidelines for Foreign Language Education in the Seventies was inspired by the need for change in foreign languages at a time when humanistic and educational values are being questioned. The philosophy that languages are best learned when begun in early childhood and continued over a span of years forms the basis for developing these guidelines which include all levels of the school system from kindergarten through grade twelve. As part of the continuum in foreign language studies, consideration was given to community colleges in an attempt to unify language programs at that level.

The new guidelines are designed to improve, expand and broaden the base of foreign language learning to meet present day needs. They provide for fully articulated and sequential programs in the languages most commonly taught in Illinois schools, French, German, Italian, Latin, Russian and Spanish, and were formulated by a committee of master teachers in each of these languages. They may serve to provide direction for colleges and universities which train teachers for the elementary, junior and senior high schools. Likewise, they may serve as a model for developing ethnic language programs in Illinois and may be used in continuing education programs. They are intended to establish a solid base for foreign language study as an integral part of the core curriculum.

The culture component which has been written into the guidelines will take students beyond the structure of the language they are

studying and will acquaint them with the habits, customs and values of the people in their everyday environment from historic times to the present. It offers an opportunity for cross-cultural studies in a pluralistic society and emphasizes the affective domain as well as the cognitive.

Much thought was given to suggested approaches in methodology. Emphasis is being placed on the psychological aspect of foreign language learning through individualizing instruction. The development of the student's talents and interests in acquiring the skills of listening, speaking, reading, and writing another language is a vital objective. The importance of second language learning for every child in the state and the benefits derived from it are clearly set forth in *A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View* which preceded the writing of *Guidelines for Foreign Language Education in the Seventies*.

New programs with insight into career education and personal enrichment are important to meet the current need for foreign languages in national and international relations. Teachers are encouraged to collaborate with their colleagues in other disciplines to develop programs which include the basics of language learning, pronunciation, functional grammar and vocabulary. These programs should be adapted to the particular course, and should be practical and sufficient for the student's needs.

For the enthusiastic teacher who is aware of the importance of foreign languages and sensitive to the needs of students, the new guidelines should provide incentive, motivation and opportunities for

creativity in foreign language study. It is hoped that creative teachers will introduce mini-courses to stimulate the desire for second language learning in students not enrolled in regular programs. Where there is team teaching in related subject areas, units for individualization of instruction may be included in learning activity packages designed to arouse interest and increase motivation for foreign language study.

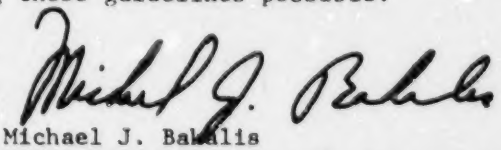
At a time when Illinois is engaged in a national public relations program to bring foreign languages to the "market place," *Guidelines for Foreign Language Education in the Seventies* is a step in the right direction in bringing about change in foreign language education in Illinois. It is the firm belief of foreign language educators that the maturity of our country can be best demonstrated by the ability of its people to appreciate, understand and speak the languages of their forefathers and respect the languages and cultures of other peoples in the American mosaic.

FOREWORD

The role of Foreign Language education in the United States is becoming vitally important in everyday living. Through the study of languages, students gain the rich experience of real communication with other human beings and an understanding of individual differences to the extent, perhaps, that no other discipline can offer. It prepares them with a mature response to the diversity of world cultures and the needs of our American pluralistic society. Learning language is learning people!

In an age when people are seeking identity and wishing to rediscover their roots, world communities are awakening to the necessity of learning about themselves, as well as the cultures and languages of their neighbors. To meet this challenge, educators should engage in bringing about a change in attitudes and emphases in foreign language education to insure its benefits to all Americans.

Guidelines for Foreign Language Education in the Seventies provides an opportunity for schools to participate in the Illinois experiment to coordinate language programs and implement the study of languages in the total curriculum at all levels of learning. This office is grateful to the various committees of Illinois foreign language teachers for their leadership and dedication in making these guidelines possible.



Michael J. Bakalis
Superintendent of Public Instruction

RUSSIAN

K-6

RUSSIAN GRADES K-6

The introduction of the study of foreign languages into the kindergarten and elementary curriculum is vitally important for the mastery of a foreign language. Students of this age are uninhibited, and have great ability to imitate sounds and learn automatically by mimicry. They are easily motivated and receptive to learning by repetition.

Learning a foreign language at this level helps students gain insight into languages and a better understanding of English. It acquaints them with cultures other than their own in a unique and intimate way. It helps them understand and appreciate people different from themselves, and for students with Russian background, it keeps alive a pride in their Russian heritage. Also, it establishes a sound foundation for advanced study of Russian in later grades.

The ultimate success of an elementary school Russian program depends in large measure on the way in which the foreign language skills acquired at this level are utilized and further developed in the junior and senior high schools. It is the duty of every Russian teacher in the elementary school to work closely with the junior high school teachers in the district for the benefit of students. Smooth transition can be achieved between the different levels by articulating programs. Individualized programs or special sections should be introduced to meet the needs, abilities, and interests of the students.

Learning Objectives: Grades K-3

Students should be able:

- To demonstrate good listening habits and oral comprehension of vocabulary and sentences within the student's range of experience to approximately 250 words.
- To pronounce correctly words appropriate to the grade level and engage in simple dialogues relating to greetings, telling ages, and naming colors.

  Example:

  Как тебя зовут? Меня зовут Джон.

  Кто это? Это мой учитель.

- To sing a selected group of children's songs.
- To read and understand words and simple phrases and sentences.
- To understand and appreciate basic aspects of Russian heritage and tradition.
- To demonstrate knowledge of sentence structure and correct use of nouns, verbs and pronouns.

- To demonstrate a limited knowledge of culture and literature of Russian-speaking countries, including the family, home, seasons, events of the year, towns and villages, school and shopping, songs, rhymes, manners, poems, fairy tales, legends, how children of the same age live, their daily routines, holidays, games and activities.

Teaching Strategies

- Emphasis should be on the audio-lingual approach with as much student participation and involvement as possible. The atmosphere should be joyful, playful, and personal, making use of games, records, felt boards, films, filmstrips, competitions, songs, dances, dramatizations, dialogues, tape recordings, guest speakers from Russia, foreign exchange students, and club exchange drawings.

- The learning process should expose the students to new vocabulary and should concentrate on presenting the material through drawing, copying, filling in words, completing sentences, and repeating correct Russian. Writing should be delayed to the upper elementary grades.

Learning Objectives: Grades 4-6

Students should be able:

- To demonstrate good listening habits and an understanding of sentences and simple stories presented in Russian utilizing audio-visual aids.

- To ask and answer questions based on the student's experience with a working knowledge of approximately 500 words by the sixth grade.

- To speak Russian with reasonably correct pronunciation, intonation, and rhythm.

- To maintain a simple conversation, using vocabulary already presented to the class.

- To form answers and questions relating to familiar subject matter. For example:

  Куда ты идёшь? Я иду домой.

- To describe pictures and scenes, sing songs, recite poems or parts of stories with expression and correct intonation.

- To read and comprehend elementary stories in Russian.

- To write simple sentences, short stories and paragraphs within the student's experience, using correct verb form and noun endings, using correct spelling and punctuation.

Suggested Activities

Among the standard activities useful in teaching basic language skills are the following:

- Listening to tape recordings of spoken Russian.
- Oral and silent reading practice based upon materials in the text and upon carefully selected supplementary readings.
- Oral participation in skits and in mini-dramas.
- Dictation of familiar materials.
- Written descriptions of familiar materials.
- Written descriptions of classroom objects, pictures, slides, and scenes from films.
- Carefully composed completion exercises.
- Presentation of basic grammatical rules in English.
- Presentation of cultural topics in English.
- Frequent use of audio-visual aids, particularly of films which show Moscow and Leningrad, the architecture of modern and old Russia, and the more exotic areas of the Soviet Union.

Teaching Strategies

In keeping with the short attention span of students at this level, the lessons should provide a variety of activities of short duration in order to retain the student's interest and afford sufficient drill to achieve the objectives.

Oral and silent reading should be delayed until students have firm control of sound patterns. A conscious effort, however, should be made to emphasize accurate pronunciation when the student is introduced to reading from textual materials.

Extensive utilization of audio-visuals at this level is very effective in acquiring the listening-comprehension and speaking skills, and is highly recommended.

The alphabet should be introduced gradually, and reading and writing held to a minimum at this level.

Evaluation Process

The evaluation process should include the following areas:

- Correct pronunciation
- Asking and answering questions

- Vocabulary development
- Following directions
- Oral reading
- Writing from dictation

RESOURCE MATERIALS

Non-textual:

- Felt board, chalk and blackboard, crayons and colors
- Picture books
- Clippings from magazines
- Tapes, filmstrips, slides, and records for instructional purposes
- Cultural films
- Work sheets prepared by teacher (especially for K-3 level)

Supplementary:

- Geis, Darlene, ed., Let's Travel in the Soviet Union (Chicago: Children's Press, 1964).
- Grimm, The Brothers, The Bremen Musicians (Moscow: Detskaya, 1966).
- Rubin, Rose, and M. Stilman, eds., A Russian Song Book (New York: Random House, s.d.).

RUSSIAN GRADES 7 - 8

RUSSIAN GRADES 7-8

As an intermediate stage between the elementary school and the senior high school, the junior high school Russian program shows characteristics of both. Junior high school students continue to enjoy active participation in the form of games, songs and dramatization, but are also introduced to formal grammar. The objectives should be adapted to the ability, needs, and interests of the students at each grade level.

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To comprehend the language spoken at normal classroom speed within the limits of the vocabulary and grammatical structures presented in the text and by the teacher.
- To reproduce simple sentences orally with acceptable pronunciation and intonation.
- To demonstrate orally proper stress placement on syllables.

  Он говори́т.

  Сего́дня
- To correctly apply the rules of akan'e.
- To pronounce vowel sounds correctly depending upon their position in relation to word stress.
- To pronounce reasonably correctly the soft consonants.
- To use correct intonation patterns in statements and in questions answerable by "да " or "нет ".
- To form and answer simple questions based upon familiar material, such as:

  Здравствуйте.
  Как поживаете?
  Спасибо, хорошо. А вы?
  Что это?
  Кто это?
  У тебя есть...?
  Что ты делаешь?
  Ты говоришь по-русски?
  Как тебя зовут?
  Какой сегодня день?
  Какая сегодня погода?
  Куда ты идёшь?

- To know basic counting one - twenty.

- To participate in such dialogs as appear in the textbook and retell them in simplified form.

- To use actively such basic grammatical concepts as:

    - gender
    - verb conjugations I and II in the present tense
    - attributive adjective agreement in nominative singular
    - the system of declensions of nouns
    - basic functions of the individual cases

Suggested activities

- Listening to tape recordings of spoken Russian.

- Oral and silent reading practice based upon materials in the text and upon carefully selected supplementary readings.

- Oral participation in skits and in mini-dramas.

- Teacher presentation using blackboard, overhead projector, pictures, and charts

- Oral and written structure drills.

- Small group or individualized study, using study sheets.

- Drill at the blackboard by part of the class while others write at their desks.

- Games: Russian Scrabble

  "Round the World". This game may be adapted to many kinds of drills. To use Russian-English vocabulary drill as an example, the following rules apply: Students sit either at their desks or in a circle. One student takes a position behind the student in the first row. A word is given in Russian, and the student who gives the proper English translation moves to the next position. The first student to go through the entire class is the winner.

  "Spill and Spell". This game can easily be constructed by cutting 15 one-inch cubes of wood, constructing a letter-frequency chart from the basic text, and printing those letters on the faces of the cubes. Scoring and rules can be made up by the students themselves.

  "Baseball". Drills of various types must be arranged in order of increasing difficulty. Students divide into two teams and compete as follows. Student one from team A tries for a home run. He must then complete four steps (four drills) of increasing difficulty to get his run. If he had tried for a single, he would need only to complete the first drill, and a "double" would require successful completion of two drills, as a "triple" would

require three. If a student misses, he is "out". Three "outs" brings the other team to bat, and the game may be played for as many innings as time allows.

"Buzz". This game is useful in teaching numbers. Students line up and are given a "buzz" number. Students then line up and count off, but must say "buzz" instead of any number divisible by that number or any number having that numeral in the figure. For example, if seven is the "buzz" number: ...15, 16, buzz, 18, 19, 20, buzz... Students who either say the wrong number or say a number when they should buzz, or buzz when they should say a number, are out, and the game is played until only one student remains.

Evaluation Process

- Oral testing using questions related to the individual student
- Oral testing on items of a general nature
- Oral testing requiring the oral summarization in Russian of a dialogue/conversation or narrative
- Oral testing requiring the giving of directions
- Oral testing requiring the transformation of statements into questions or commands

WRITING AND GRAMMAR

Learning Objectives

Students should be able:

- To recognize and reproduce in script all letters of the Russian alphabet, and to link them correctly in writing.
- To write correctly familiar sentences from dictation.
- To write correct sentences demonstrating subject-verb agreement and noun-adjective agreement in at least the nominative singular.
- To conjugate correctly verbs belonging to group I and II.
- To demonstrate correctly in writing basic functions of the individual cases.

N. Студент мальчик.
G. Это книга студента.
D. Я иду к студенту.
A. Я вижу студента.
I. Я говорю со студентом.
P. Он говорит о студенте.

Suggested Activities

- Students practice reproducing in script Russian letters by copying textbook material.
- Students take dictation on familiar material.
- Students perform written exercises reinforcing subject-verb agreement and noun-adjective agreement.

  Иван чита_____ книгу.
  Вера говор_____ хорошо.
  Красив_____ лампа стоит на столе.
  Больш_____ окно в комнате.

- Students write descriptions of familiar objects, people, and activities.

Evaluation Process

- Dictation by either filling in blanks as a passage is read, or full dictation of previously studied material.
- Students take English-Russian and Russian-English vocabulary quizzes.
- Students take multiple-choice test on material covered.
- Students translate full sentences from English to Russian.

CULTURE

Learning Objectives

Students should be able:

- To demonstrate a basic knowledge of the geography of the Soviet Union.
- To demonstrate some knowledge of past and present-day ways of daily life in the Soviet Union.
- To understand and tell about Russian customs and holidays.
- To name a few important Russians and tell something about them.

Suggested Activities

- Teacher presentations on cultural topics.
- Viewing of films depicting life in the Soviet Union.
- Students choose a topic from a teacher prepared list, reads pertinent material reserved in the library, and gives a short report in class.

Field trips to Russian cultural sites, local Russian church, Russian restaurants, artistic performances of Russian dance, ballet, song.

- Listen to and sing along with recordings of folk songs.
- Students interview native Russians in the local community.
- Students have individual culture assignments and present their findings to the class.
- Students who have been to the Soviet Union may tell about their experiences.

Evaluation Process

- Students indicate on an outline map features of the Soviet Union studied in the course.
- Students talk or write about characteristics of objects or behaviors that are typical of Russian culture.
- Students define such words as дача, деревня, студент, ученик in terms of the Russian culture.

INDIVIDUALIZED INSTRUCTION

The teaching of Russian in grades seven and eight can be individualized in respect to learning rate, method, course content and/or instructional objectives. Since the first few weeks of beginning instruction involve teaching basic phonetic contrasts and sound-symbol correspondences which all students must master during this period, individualization will be restricted primarily to pacing.

As the students progress, however, learning activity packets or modules must allow them to tailor their programs to their individual needs or interests. For example, a student may choose between either a deductive or an inductive approach to a unit on Russian structure. By selecting the corresponding learning activity packets, students can emphasize particular language skills, such as oral fluency or reading ability to meet their needs and interests.

RESOURCE MATERIALS

Basic:

- Fayer, Mischa H., Basic Russian, 2nd ed. (New York: Pitman Publishing Corp., s.d.).
- Liapunov, Marina, A-LM Russian (New York: Harcourt, Brace Jovanovich, 1970).

Supplementary:

- Fayer, Mischa H., and Aron Pressman, Simplified Russian Grammar (New York: Pitman Publishing Corp., 1963).
- Geis, Darlene, ed., Let's Travel in the Soviet Union (Chicago: Children's Press, 1964).
- Grimm, The Brothers, The Bremen Musicians (Moscow: Detskaya, 1966).
- Harper, Kenneth E., ed., New Voices: Contemporary Soviet Short Stories, (New York: Harcourt, Brace, and World, 1966).
- Pulkina, I. M., A Short Russian Reference Grammar, (Moscow: Foreign Language Publishing House, 1960).
- Rice, T. A., A Concise History of Russian Art (New York: Frederick A. Praeger, Inc., 1963).
- Robinson Geroid T., Rural Russia Under the Old Regime (New York: The Macmillam Co., 1967).
- Rubin, Rose, and M. Stilman, eds., A Russian Song Book New York: Random House, s.d.).
- Scholastic Book Services, The Soviet Union (New York: Scholastic Book Services, 1962).
- Swick, Edward, Vacation in Moscow (New York: McGraw-Hill Book Company, 1966).
- Yakobson, H., Conversational Russian (Boston: D. C. Heath, 1965).

RUSSIAN GRADES 9 - 12

RUSSIAN GRADES 9-12

The beginning Russian program for high school is very similar in content to the junior high school program. There is less reliance on games, songs, and dramatizations, however, and more attention given to formal grammar.

In the senior high school, mini-courses and individualized materials offer excellent opportunities for meeting the diverse needs of all students, college bound or not. It is highly recommended that students continue the study of Russian through all four years of high school, either in formal classes or by independent study and individualization of instruction.

FIRST YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To understand and respond to elementary classroom commands.

  Читайте, пожалуйста!
  Переведите с русского на английский!
  Идите к доске!
  Пишите упражнение в тетради!
  Отвечайте на все вопросы по-русски!

- To understand and respond appropriately to utterances in Russian spoken at a near-normal speed, given familiar vocabulary, and clear and articulate pronunciation.

- To recognize stressed syllables.

- To distinguish aurally between voiced and voiceless consonants.

- To comprehend Russian spoken at classroom speed within the range of vocabulary and constructions found in the first year textbook.

- To reproduce meaningful utterances with reasonably correct pronunciation, intonation, and rhythm that demonstrate control of the sound system.

- To meet and greet someone in Russian.

  Здравствуйте. Как вы поживаете?
  Что у вас нового?
  Как ваше имя и фамилия?
  Очень приятно познакомиться.
  Как ваше здоровье?

- To reply correctly to oral questions containing familiar constructions and vocabulary.

- To ask and answer simple questions pertaining to everyday topics, such as inquiries about family members, directions in a strange city, and ordering a meal in a restaurant.
- To relate facts about familiar objects or situations.
- To use correctly conventional idioms and expressions which have been studied previously.
- To participate in directed dialogue with acceptable accuracy and speed.

Suggested Activities

- Oral repetition of exercise drills, practiced aloud with partner or partners.
- Students act out the dialogue or parts of the dialogue in front of the class.
- Students formulate questions to be answered by peers or the teacher.
- Students participate in playing games and singing.
- Students act out mini-dramas based on the chapters in the textbook pertaining to such topics as asking for directions in a strange city, ordering meals in restaurants, making inquiries at the train station.

Evaluation Process

- Test listening by multiple-choice questions, body movement, response through drawing, and picture items.
- Test pronunciation, intonation and stress through mimicry, memorization, oral and visual cues, reading, and written tests.

READING

Learning Objectives

Students should be able:

- To know the letters of the Russian alphabet and their respective sound values within the scheme of Russian orthography and in relation to word stress.
- To comprehend while reading silently, without extensive translation, the basic reading materials of the text.
- To read aloud a passage composed of familiar material.

- To understand recombinations of previously learned vocabulary and structures.
- To demonstrate an awareness of the syntactic significance of Russian case endings.
- To read with comprehension materials containing a limited number of unfamiliar cognates and new vocabulary or structural items.

Suggested Activities

- Student associates sounds and symbols by reading aloud with correct pronunciation previously memorized dialogues or narratives. The text may appear on an overhead transparency, the blackboard, or the printed page.
- Student reads the same materials changing single vocabulary items successively until the whole passage has been changed.
- Student reads recombined materials aloud. Such materials can be used subsequently for dictation.

Evaluation Process

- Reading comprehension can be tested by multiple-choice, true-and-false, and appropriate-inappropriate items.
- The degree of correctness of the student's pronunciation and intonation can be tested by utilizing a checklist while the student reads aloud.

WRITING

Learning Objectives

The student should be able:

- To recognize and reproduce in script all letters of the Russian alphabet, and to link them correctly in writing.
- To write correctly familiar sentences from dictation.
- To write correct simple sentences demonstrating subject-verb and nominative noun-adjective agreement in the singular and plural.

  Молодой мальчик играет в футбол.
  Вера любит Ваню.
  Мать приготовляет хороший обед.
  Сегодня хорошая погода.
  Дедушка идёт спать.

- To apply elementary rules of orthography and punctuation.
- To understand and correct errors which have been pointed out in the student's written work.

- To do written exercises that involve simple replacement, negation, change of tense, filling in appropriate endings.

читать - я чита_____
ты чита_____
мы чита_____
он чита_____
Кто не чита_____ сегодня?
Вчера я много работа_____.

Suggested Activities

- Student copies familiar materials.
- Student writes dictation.
- Student writes exercises involving simple replacement items. negation, change of tense, supplying appropriate endings.

Evaluation Process

The evaluation process should include:

- Dictation by either filling in blanks as a passage is read, or full dictation of previously studied materials.
- Oral or written questions on familiar topics to be answered in writing in Russian.

GRAMMAR

Learning Objectives

Students should be able:

- To determine the gender and number of nouns in the nominative case.
- To recognize basic parts of speech and their function in the sentence.
- To conjugate and use in context regular verbs of both conjugations in at least the present tense and the past tenses of selected verbs.
- To decline nouns, pronouns, and adjectives in at least four cases in the singular, and to understand the primary function of these cases.
- To construct negative sentences, using double negatives where necessary.

Я никогда ничего не читаю.
Никто не знает моего брата.
Я ничего не понимаю.

- To understand and use three ways of indicating possession: with possessive pronoun-adjectives, with the genitive case, and with "in my possession there is" type of constructions.

  Мой отец много работает.
  Книга студента на столе.
  У меня нет девушки, как жаль!
  У него красивый автомобиль.

- To understand the functions of the prepositions В, НА, and У.

- To understand the correct substitution of pronouns for nouns.

  Дом там. Он там.
  Где карта? Она на стене.
  Оконо большое. Оно открытое.
  Дядя работает на фабрике. Он устаёт.
  Дверь закрыта. Открой её.

- To be aware of numerous English-Russian cognates and to recognize them.

  мама
  папа
  такси
  театр
  лампа
  машина
  автомобиль
  парк
  профессор
  доктор

Suggested Activities

- Teacher presentation using blackboard, overhead projectors, pictures, and charts.

- Oral and written structure drills.

- Individualized study sheets.

- Structural analysis by students, practiced on simple sentences and phrases from textbook, or written on the blackboard.

Evaluation Process

- Translation from English to Russian and Russian to English.

- Multiple choice tests covering pertinent grammatical material.

- Dictation by either filling in blanks as a passage is read, or full dictation of previously studied material.

Learning Objectives

It is important to remember that in the initial stages of studying a foreign language, the acquisition of linguistic skills is in itself a cultural objective. A people's language is the most complete expression of its culture.

Students should be able:

- To demonstrate a basic knowledge of the geography of the Soviet Union.
- To demonstrate some knowledge of past and present-day ways of daily life in the Soviet Union.
- To understand and tell about Russian customs and holidays.
- To name a few important Russians and tell something about them.

Suggested Activities

- Teacher presentations on cultural topics.
- Viewing of films depicting life in the Soviet Union.
- Students choose a topic from a teacher-prepared list, read pertinent material reserved in the library, and give a short report in class.
- Field trips to Russian cultural sites, local Russian church, Russian restaurants, artistic performances of Russian dance, ballet, song.
- Listen to and sing along with recordings of folk songs.
- Interview native Russians in the community.
- Students have individual cultural assignments and present their findings to the class.
- Students who have been to the Soviet Union communicate their knowledge and experiences to the class.

Evaluation Process

- Students indicate on an outline map features of the Soviet Union studied in the course.
- Students talk or write about characteristics of objects or behaviors that are typical of Russian culture but different from American.

- Students define such words as дача, деревня, ученик, студент in terms of the Russian culture.

INDIVIDUALIZED INSTRUCTION

In the initial stages of Russian instruction the process can be individualized in respect to learning rate, course content, and even instructional objectives.

Beyond the phonetics stage, the individual student's program can be tailored through learning packets, modules, or other plans to suit his needs and interests. Some will be interested chiefly in oral fluency, some in reading, some in translating, some in certain aspects of Russian life.

SECOND YEAR

LISTENING AND SPEAKING

Learning Objectives

Students will be able:

- To comprehend familiar short sentences and phrases spoken at normal conversational speed.
- To respond correctly to short questions with near-native fluency.
- To retell stories they have read, using correct grammar and structures.
- To express themselves orally, simply, and correctly, within the framework of their vocabulary on general topics.
- To begin to speak creatively, forming their own sentences, rather than mimicking those they have heard before.

Suggested Activities

- Student answers questions based on dialogue, carries on a conversation, paraphrases content of dialogues or short stories in narrative form.
- Student creates dialogue or narrative using familiar vocabulary and structures when given a conversational stimulus either oral or visual.
- Student memorizes, recites, and discusses Russian poetry.

Evaluation Process

- Pronunciation, intonation, and fluency can be tested by having groups of students hold a conversation in front of the class.

- Record, if at all possible, students' conversations, and use these recordings for students' self-evaluations.

- Test speaking and understanding by using visual chart of actions, places, and things as stimuli.

- Test speaking and understanding by asking questions both of a general as well as of a very specific nature. Response must be appropriate to the context and correctly spoken.

READING

Learning Objectives

Students should be able:

- To read familiar material from the printed page with moderate fluency and with pronunciation approximating that of a native speaker.

- To read for comprehension at a moderate rate of speed, given familiar vocabulary and constructions.

- To use a passive reading vocabulary of approximately 1,200 to 1,600 words, deriving meanings from context without using the dictionary until all other means have been exhausted.

Suggested Activities

- Student reads intensively in class short readings of progressively greater difficulty.

- Student occasionally reads aloud short segments of text.

- Student learns in class how to read extensively materials containing new vocabulary and structural items in context, and through inference comprehends the main points.

Evaluation Process

- Multiple choice tests in Russian on previously read material.

- Multiple choice tests on unfamilar reading selections, answer items being different from expressions found in the reading matter but still familiar to the student.

- Tests in which student answers in English orally or in writing questions on assigned reading material.

- The student translates underlined words or phrases in context.

Learning Objectives

Students should be able:

- To maintain and further develop previously learned writing skills.
- To write from dictation previously examined material, applying correct spelling.
- To write answers to familiar questions.
- To write summaries of selections that have been read.
- To begin to write creatively, forming their own sentences, rather than mimicking those they have heard before.

Suggested Activities

- Student formulates questions that are fully appropriate to answers provided by the teacher.
- Student writes a simple paragraph on oral or visual stimuli.
- Student rewrites a model paragraph, with changes in person, tense, simple stylistic elements.
- Student rewrites dialogue in narrative form or narrative in dialogue form.
- Student reads a brief selection dealing with everyday life and writes a summary.

Evaluation Process

- Dictation from previously studied material.
- Paraphrasing previously studied material.
- Question-answer tests of various kinds.
- Writing a short composition in class on a subject read or discussed.

GRAMMAR

Learning Objectives

Students should be able:

- To know basic roots, prefixes, suffixes, and principles of word formation.

- To have a basic understanding of the Russian case functions as they apply to nouns, adjectives, and pronouns.

- To conjugate common verbs in all tenses, and to demonstrate correct subject-verb agreement in written and oral work.

- To conjugate and use correctly reflexive verbs.

  Я умываюсь.
  Студенты встречаются каждый день.
  Мать ложится на диван.

- To understand and use correctly actual (determinate) and habitual (indeterminate) verbs of motion.

  Вера несёт книгу домой.
  Иван часто носит книги домой.
  Сегодня он летит в Москву.
  Дядя часто летает в Ленинград.
  Дети ходят в школу.
  Мать идёт в школу сегодня.

- To understand the concept of aspect as it relates to verb tenses.

- To distinguish perfective and imperfective infinitives given as aspectual pairs.

  писать - написать
  брать - взять
  встречать - встретить

- To distinguish between adverbs and long and short adjectives in form and function in a sentence and to place them correctly.

  Иван хорошо читает.
  Он хороший студент.
  -Ну и хорош же ты,- сказала Маша.

- To know cardinal and ordinal numerals.

- To tell clock time.

Suggested Activities

- Students participate in oral and written completion and substitution exercises.

- Students work in groups using charts and study sheets.

- Students participate in language laboratory practice with recorded structure drills.

- Students practice structure analyses on available texts.

Teaching Strategies

- Teacher presentation
- Peer group teaching
- Laboratory experience
- Group learning
- Independent study and individualized instruction

Evaluation Process

- Tests involving completion and substitution items.

  Красив_____ дом.
  Он видит хорош_____ книги.
  У нас больш_____ школа.
  У Иван_____ маленьк_____ сестра.
  Мы работаем очень хорош_____.
  Вера идёт медленн_____, а Иван быстр_____.
  Я иду к бабушк_____ в деревн_____.

- Tests involving proper choice of aspect of verb.

  Каждый день я _____(идти) в школу.
  Теперь я _____(бежать) домой.
  Вы часто _____(ехать) в город?
  Студент иногда _____(задавать) вопрос.
  Теперь я _____(читать) книгу.
  Я уже _____(прочитать) эту книгу.

- Test understanding of word formation through word analysis determining prefixes, roots, suffixes, endings.

- Tests involving the correct choice between adverb or adjective.

  Студент работает очень хорош_____.
  Он хорош_____ студент.
  Он бежит быстр_____.
  День сегодня светл_____, сияет солнце.
  Рано утром, когда уже было светл____, я встал.

- Tests requiring the correct choice between long and short form adjectives.

CULTURE

Learning Objectives

Students should be able:

- To sing Russian folk songs.

- To name a few important Russians and tell something about them.
- To react accordingly to authentic Russian social conventions in ordinary situations, such as greetings, compliments, condolences.
- To identify characteristics of Russian culture as they become evident from films, travelogues, slides, pictures.
- To recognize some of the outstanding landmarks of major Russian cities and to know something about their cultural and historical significance.

Suggested Activities

- Students are assigned reports on the history of some of the major Russian cities.
- The teacher lectures on some of the outstanding Russian landmarks while showing slides, filmstrips, or pictures. Students take notes.
- Students are assigned outside reading on Russian customs and family life.
- Students are assigned outside reading on important Russians.

Evaluation Process

- Students report their findings from outside reading to class.
- Students demonstrate, orally or in writing, their awareness of Russian cultural characteristics upon viewing films, slides, travelogues.
- Students act out mini-dramas replicating situations that require appropriate greetings, social attitudes, compliments, social conventions.
- Students tell, orally or in writing, about landmarks of major Russian cities.

THIRD YEAR

In the third year, students continue mastering basic skills: listening, speaking, reading and writing. More common idiomatic expressions and vocabulary should be introduced in order to develop ease in comprehension and usage of the language. This will also serve to provide a comfortable insight into traditional and contemporary Russian cultural values.

Independent and/or individual study should be incorporated into the program as an opportunity to expand individual interests.

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To understand all previously studied material when it is recombined.
- To comprehend the general content of disconnected and sustained discourse.
- To express themselves with moderate fluency.
- To use correctly common idiomatic structures in oral work.
- To participate in guided discussion on topics related to class reading, visual experience, and extra-curricular activities with appropriate questions, answers, or rejoinders.
- To summarize short dialogues or narratives orally.

Suggested Activities

- Student listens to recordings of stories, poetry, songs prepared by native speakers. This is in addition to recordings which accompany textbook.
- Student participates in sustained conversations of increased length and speed.
- Student gives oral reports and summaries on familiar material.
- Student expresses ideas orally using appropriate grammatical forms characteristic of the language.
- Students act out mini-dramas, simulated situations, such as at the market, at a store, at the travel agency, much of which will involve specific cultural content in terms of everyday life.

Evaluation Process

- Students ask and answer questions on the content of a recording which they have just heard.
- Students present oral summaries of recorded conversations or reports, using a minimal number of notes.
- Test speaking skill by asking questions on familiar topics, materials which students have read previously. Evaluate the answers in terms of command of vocabulary and structure, appropriateness, speed, and overall fluency.

READING

Learning Objectives

Student should be able:

- To read aloud familiar material with near-native fluency and with a pronunciation approximating that of a native speaker.
- To use the dictionary as a reading resource tool and know basic grammatical terminology in Russian in order to recognize dictionary abbreviations.
- To read aloud with proper intonation demonstrating awareness of meaning.
- To read materials in Russian which have a vocabulary and level of difficulty commensurate with the individual student's interests and abilities.

Suggested Activities

- Extensive reading aloud to practice good intonation.
- Extensive reading outside class for expansion of vocabulary.
- Student reports to the class ideas gained from outside reading.

Evaluating Process

The evaluating process should include testing that corresponds to the various objectives and activities listed above, including appropriate means for testing achievements in independent and/or individualized study.

The student's reading performance should be evaluated not only in terms of comprehension of the material read, but also for intonation, pronunciation, and overall fluency.

- Multiple choice of true-false items on outside readings.
- Questions and answer tests of various kinds for comprehension.
- Checklist-type evaluation of student's intonation and pronunciation.

WRITING

Learning Objectives

Student should be able:

- To use correctly common idiomatic structures in written work.
- To write short original passages using familiar vocabulary and correct constructions.

- To write informal and formal letters using vocabulary suitable for this purpose.

- To spell and punctuate correctly.

- To write summaries of material read.

Suggested Activities

- Student does directed writing, changing the familiar to the formal, participial clauses into relative clauses, direct speech into indirect speech. Materials selected for this purpose should not exceed the minimum levels of difficulty, unless individual student's abilities warrant greater difficulty. Individualized work then determines the activity.

  Что ты дєлаешь?
  Что вы делаете?
  Он всегда говорит правду.
  Он сказал, что он всегда говорит правду.

- Student takes notes in Russian on reading material or lectures and writes summaries of same in Russian.

- Student writes letters to a friend in Russian.

- Student takes full dictation on recombined material.

- Student writes a business letter ordering books, magazines, or realia; seeking employment; seeking information from authorities.

Evaluation Process

- Students take a dictation test on recombined material.

- Students rewrite participial clauses into relative clauses.

  Мальчик, читающий книгу, студент.
  Мальчик, который читает книгу, студент.
  Я говорил с женщиной, читающей газету.

- Students rewrite direct speech into indirect speech.

  Он сказал: "Я завтра буду в городе."
  Он сказал, что он завтра будет в городе.

- Students write a letter to a friend. Teacher will evaluate the appropriateness of vocabulary used, general organization, punctuation, and spelling.

GRAMMAR

Learning Objectives

Students should be able:

- To decline nouns, pronouns, adjectives in all cases, singular and plural, and to demonstrate the correct noun-adjective agreement.
- To understand and correctly use basic formations of degrees of comparison of adjectives and adverbs.
- To understand and correctly use prefixed verbs of motion.
- To know most of the frequently used prepositions and the cases which they govern.
- To understand and reproduce constructions of relative clauses.
- To recognize adjectival and adverbial participles, and to understand their functions.
- To have control of the basic requisites for changing direct speech into indirect speech: change of person, change of verb tense, conjunctions, particles.
- To construct various types of subordinate clauses.
- To construct indirect questions.
- To demonstrate an awareness of different ways of expressing the passive.

Suggested Activities

- Teacher presents new material using blackboard and charts.
- Students participate in oral and written structure drills.
- Students study individually or in small groups using study sheets.
- Students practice structure analysis on material in textbook.

Evaluation Process

- Students rewrite a simple conversation into indirect discourse.
- Students complete test items in which they supply the correct form of any of the prefixed verbs of motion.
- Students combine simple sentences into complex sentences containing a relative clause.

- Students demonstrate knowledge of all declensional endings through directed rewriting of textual passages, composition, grammatical analysis. Imaginative fill-in and completion items are also appropriate.

CULTURE

Learning Objectives

Students should be able:

- To evaluate the authenticity of statements made regarding Russian culture.
- To relate Russian culture to our own society and to other disciplines.
- To sense Russia's contribution to the world of literature, science, art, music, dance.

Suggested Activities

- Students are assigned specific readings on cultural topics; in classroom discussion, they practice the application of evaluative techniques as indicated above.
- Students listen to lectures, or read about famous Russians, about important places or events in the history of Russia or its national life.
- Students listen to recordings of music by Russian composers.
- Students discuss cultural items based on films, filmstrips, and other resources depicting Russian life.

Evaluation Process

- Identification tests of various kinds are appropriate: picture identifications of famous places, buildings, art objects; identification of musical pieces and/or composers, stories, and authors; events in the national life of Russia.
- Tests involving descriptions of famous places, buildings, art objects, events.

FOURTH YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To comprehend recordings of native speakers on topics similar to or related to class readings.

- To distinguish nuances of meaning indicated by different emphases and intonation.

- To comprehend film sound tracks when viewing films specially geared to facilitating aural comprehension such as travelogues and dramatizations of stories.

- To participate in spontaneous discussion of topics related to class readings, films, and extra-curricular activities with appropriate questions, answers or rejoinders.

- To summarize short anecdotes, narratives, film sound tracks.

- To carry on a sustained conversation on familiar topics.

Suggested Activities

- Students view film and subsequently discuss content.

- Students go through oral exercises that implement change of meaning through different emphases and intonations.

  Как он сделал это?
  Как он сделал это?
  Как он сделал это?
  Как он сделал это?

  Вы знаете, его младший брат ли это сделал?
  Вы знаете, это ли сделал его младший брат?
  Вы знаете, сделал ли это его младший брат?

- Discuss topics related to class materials, films, or other realia with questions and answers.

- Read and re-tell anecdotes.

- Carry on a sustained conversation on familiar topics.

Evaluation Process

- Tests involving comprehension of material heard or read could be in question-answer form.

- Have student present oral summaries of recorded conversations, reports on films, or stories read.

GRAMMAR AND WRITING

Learning Objectives

Students should be able:

- To recognize advanced grammatical constructions in written work, understanding that such constructions rarely exist in the spoken language.

- Punctuate correctly.
- To recognize and use in written work the subjunctive and the conditional.
- To form and use correctly the imperatives.
- To write letters using the appropriate forms and language.

Suggested Activities

- Student writes structure drills and analyzes sentence structure.
- Student punctuates correctly dictated sentences.
- Student recognizes and uses the subjunctive and the conditional in written form.

Боюсь, не упал ли бы Ваня.
Пошла бы Вера теперь погулять.
Сомневаюсь, чтобы Иван написал мне.
Я читал бы, но у меня нет книга.
Если бы она подождала, она увидела бы его.

- Student forms and uses correctly the imperative in written work.

Не кушайте так много!
Посмотри в окно!
Отвечай на вопрос!
Гуляйте каждый день!

- Student writes letters and summaries of stories using correct grammar.

Evaluation Process

- Test all known grammatical structures in written work.
- Use multiple choice tests requiring the selection of correct written forms.
- Check student's compositions and letters for correct written forms.

CULTURE

Learning Objectives

Students should be:

- Acquainted with the pre-Soviet as well as the present system of values in the foreign culture.
- Able to recognize the basic historical developments and trace their influence to present-day Soviet life.

- Acquainted with major aspects of the culture, geography, and customs of the USSR.

Suggested Activities

- Outside readings in English and Russian of material pertaining to Russian culture.
- Classroom discussion of the material read.
- Lectures on Russian history, films, slides.
- Individual studies and reports on famous Russian people.
- Guest speakers.

Evaluation Process

- Student writes in English on a specific aspect of Russian life.
- Student names and reports either orally or in written form on a famous Russian author, painter or composer.
- Student reports on independent study material as assigned by teacher.
- Student traces Russian history and identifies main events leading to present day Russia.
- Student prepares a map of the USSR showing physical features, political boundaries, and economic resources.

Teaching Strategies

- Teacher presentation.
- Peer group teaching.
- Laboratory experience.
- Group learning.
- Independent study and individualized instruction.

INDIVIDUALIZED INSTRUCTION

The teaching of Russian in grades nine through twelve can be individualized in respect to learning rate, method, course content and/or instructional objectives. Since the first few weeks of beginning instruction involve teaching basic phonetic contrasts and sound-symbol correspondences which all students must master during this period, individualization will be restricted primarily to pacing.

As the students progress, however, learning activity packets or modules must allow them to tailor their programs to their individual needs and interests. For example, a student may choose between either a deductive or an inductive approach to a unit on Russian structure. By selecting the corresponding learning activity packets, students can emphasize particular language skills, such as oral fluency or reading ability to meet their needs or interests.

FIFTH-YEAR ADVANCED PLACEMENT

At this point, the student should be offered maximum opportunity to pursue his individual needs and interests. Some students will prefer to follow the prescribed Advanced Placement Programs, while others are more interested in contempory events, scientific Russian, or commercial Russian. Individualized programs and mini-courses are the best means for meeting these needs with present teaching resources.

RESOURCE MATERIALS

Basic:

- Fayer, Mischa H., Basic Russian, 2nd ed. (New York: Pitman Publishing Corp., s.d.).
- Liapunov, Marina, A-LM Russian (New York: Harcourt, Brace Jovanovich, 1970).

Supplementary:

- Bogatova, G., Practical Russian, 3rd ed., (Moscow: Foreign Language Publishing House, 1960).
- Bond, Otto, et. al., eds., Graded Russian Readers (Boston: D. C. Heath, 1962).
- Chekhov, A. P., The Cherry Orchard (London: Bradda Books, 1962).
- _____, Kashtanka (Moscow: Detgiz, 1960).

- Clement, Alexis, Learning Russian Through Humor (New York: Pitman Publishing Corp., 1962).
- Fayer, Mischa, and Aron Pressman, Simplified Russian Grammar (New York: Pitman Publishing Corp., 1963).
- Fennell, J. L. I., The Penguin Russian Course (Baltimore: Penguin Books, 1961).
- Geis, Darlene, ed., Let's Travel in the Soviet Union (Chicago: Children's Press, 1964).
- Gogol, N. V., The Overcoat (London: Bradda Books, 1963).
- Grimm, The Brothers, The Bremen Musicians (Moscow: Detskaya, 1966).
- Harley, N., Start Russian by Talking (London: Bradda Books, 1963).
- Harper, Kenneth E., ed., New Voices: Contemporary Soviet Short Stories (New York: Harcourt, Brace, and World, 1966).
- Hingley, Ronald, ed., Soviet Prose (New York: Pitman Publishing Corp., 1959).
- Iwanik, John, ed., Russian Short Stories (Boston: D. C. Heath, 1962).
- Katzner, Kenneth, A Russian Review Text (New York: Random House, 1962).
- Maltzoff, Nicholas, Russian Readings and Conversation (New York: Pitman Publishing Corp., 1959).
- Marshak, S., Mister Twister (Moscow: Foreign Language Publishing House, 1959).
- Novash, Michael, Rodnoye Slowo (Lakewood, N. J.: Slavic School Book Co., s.d.).
- Pargment, Lila, Beginner's Russian Reader (New York: Pitman Publishing Corp., 1963).
- Poltoratzky, M., Russian, Second Book, Civilization (Milwaukee: The Bruce Publishing Co., 1965).
- _____, Russkaia kul'tura (Milwaukee: Bruce Publishing Co., 1965).
- Pulkina, I. M., A Short Russian Reference Grammar (Moscow: Foreign Language Publishing House, 1960).

- Pushkin, A. S., Evgenij Onegin (London: Bradda Books, 1962).
- _____, Selected Verse and Prose, trans. by John Fennel (Baltimore: Penguin Books, 1964).
- Reavey, G., ed., The New Russian Poets (New York: October House, 1968).
- Rice, T. A., A Concise History of Russian Art (New York: Frederick A. Praeger, Inc., 1963).
- Robinson, Geroid T., Rural Russia Under the Old Regime (New York: The Macmillan Co., 1949).
- Rubin, Rose, and M. Stilman, eds., A Russian Song Book (New York: Random House, s.d.).
- Scholastic Book Services, The Soviet Union (New York: Scholastic Book Services, 1962).
- Stilman, Galina, and W. E. Harkins, Introductory Russian Grammar (Waltham, Mass.: Blaisdell Publishing Co., 1964).
- Stilman, Leon, Russian Verbs of Motion (New York: Columbia University Press, 1963).
- Swick, Edward, Vacation in Moscow (New York: McGraw-Hill, 1966).
- Turgenev, I. S., MUMU (London: Bradda Books, 1963).
- Turkevich, Ludmilla B. and V. Tschebotarioff Bill, eds., Russian Readers (Princeton, N. J.: Van Nostrand and Co., 1962).
- Vilgelmina, A. A., The Russian Verb, Aspect and Voice (Moscow: Foreign Language Publishing House, 1963).
- Yacobson, H., Conversational Russian (Boston: D. C. Heath, 1965).

RUSSIAN

Junior and Community College

RUSSIAN - Junior and Community College

In formulating programs for junior and community colleges, courses should be geared to the needs, interests, and abilities of the students. Because students enter college with a variety of preparations and backgrounds in language study, individually prescribed instruction is vitally important. Teachers should conduct personal interviews with students to ascertain their particular interests and accommodate the learning objectives to their needs.

The basic language objectives are the same as those for the junior and senior high schools, listening-comprehension, speaking, reading, and writing, emphasizing the cultural aspects of Russia and the Soviet Union, both past and present. These objectives can best be accomplished by providing an opportunity to use the Russian language in a genuine cultural context.

The guidelines for the two-year college program in Russian are divided into three parts, corresponding to three phases of instruction. Phases I and II represent a two-year beginning and intermediate sequence, and Phase III consists of advanced classes for students entering with advanced standing.

PHASE I

LEARNING OBJECTIVES

Listening and Speaking

The student should be able to discuss any of the following topics in Russian. He should also demonstrate the ability to respond to questions asked by the teacher in the language and be able to carry on simple conversations with his classmates and/or teacher.

- Greetings, introductions, the basic verbal social amenities.
- Simple descriptions concerning family and relatives.
- Statements about himself, occupation, age, place of residence.
- Numbers, dates, telling time, currency.
- Weather, seasons.
- Discussing school experiences.
- Simple statements concerning health.
- Simple arithmetic.

- Shopping for toiletries, clothing, and food.
- Colors.
- Ordering a meal.
- Directions and travel.
- Recreational activities.

Reading

Students should be able:

- To read familiar material orally with acceptable pronunciation and intonation.
- To comprehend reading selections composed of previously studied vocabulary and structures in a recombined form.
- To give the English translation of underlined words or phrases in paragraphs or sentences from selections previously read.

Writing

Within the context of the 1,000 to 1,200 word minimum vocabulary, and within the grammatical and syntactical limitations of Phase I Russian, the student should be able:

- To reproduce sentences dictated by the teacher.
- To respond to questions asked orally in Russian by writing an appropriate sentence in Russian.
- To restate short dialogs and narratives.
- To translate sentences from English to Russian.

Grammar

Students should have basic control of the following structures of Russian:

- The two verb conjugations, mixed-conjugation verbs, and the few archaisms encountered in standard speech.
- The imperfect and perfective aspects.

смотреть / посмотреть
давать / дать
брать / взять

- The past, present, and future tenses.
- The indicative, imperative, and conditional forms.
- Verbal adjectives and verbal adverbs (adjectival and adverbial participles).
- High frequency verbs governing cases other than the accusative.
- Verbs of locomotion: "walking" and "vehicle" verbs.
- The declensional patterns, in all six cases, singular and plural, of masculine, neuter, feminine I, and feminine II nouns, with both hard and soft stems, and such irregular forms as the neuters, the **анин / янин** masculines, and the **енок / ята** masculines.
- Cardinal numerals.
- The declensional patterns of relative, personal, reflexive, reciprocal, and interrogative pronouns.

который	он	-	кто	что
которого	его	себя	кого	чего
которому	ему	себе	кому	чему
который	его	себя	кого	что
которым	им	собой	кем	чем
котором	нём	себе	ком	чём

- The declension patterns of possessive, demonstrative, definite, and interrogative-possessive (**чей**) pronoun-adjectives.
- The declension patterns of hard and soft adjectives, orthographically "mixed" adjectives, and ordinal numerals.
- Comparison of adjectives and adverbs.

  быстро / быстрее / более быстрый
  богатый / богаче / менее богатый

- High Frequency prepositions which govern the genitive, dative, accusative, instrumental, and locative cases.
- Standard word-order, grouping of elements within the clause.
- The construction of subordinate clauses.
- The basic noun suffixes and their meaning.

Multiple negatives.

Он <u>никогда</u> <u>не</u> работает.

Culture

Every effort should be made to acquaint the students with:

- The past and present system of values in the foreign culture, which affects family, society, economy, politics, and education in the Soviet Union.
- The ways in which these values affect everyday life.
- The ways in which natives respond to common situations, such as greetings, compliments, and condolences in authentic social situations.
- The most important differences between polite American behavior and polite behavior by a Soviet Russian in the same circumstances.
- The basic historical development of Russia and the influence of the past upon present-day Soviet life.
- The geography of the Soviet Union and its various regions.

Suggested Activities

- Careful utilization of the materials and exercises presented in the text, both orally and in written form, in class as well as in homework assignments.
- Maximum utilization of language laboratory facilities using the tapes designed to accompany the text book and supplementary material designed by the teacher.
- Utilization of slides and films in both Russian and English, in order to integrate into the course language material and cultural insights.
- Presentation in class of reports on topics chosen by the students.

Evaluation Process

Although every performance by a student in the classroom provides an opportunity for evaluation of his progress, frequent quizzes provide the student an opportunity to review and to reenforce his knowledge of Russian. Such quizzes might be oral or written, and might include multiple choice, true-false, question-answer, or translation items.

PHASE II

LEARNING OBJECTIVES

Listening and Speaking

Students should be able:

- To follow a lecture, conversation, or film based on the vocabulary they have studied.
- To converse informally with a speaker of Russian.
- To speak with comprehensible pronunciation and intonation to a native-speaker.
- To answer questions in Russian about the material they are studying.
- To converse about everyday situations.
- To express in simple Russian their ideas on matters of interest to them.

Reading

Students should be able:

- To read aloud with accuracy the material they are studying.
- To read material in a variety of styles.
- To read for meaning narrative passages of average difficulty with minimum use of the dictionary.
- To understand the concept of "word families" and infer meanings from familiarity with the roots.
- To do close reading of short assigned passages, demonstrating precise understanding of content and syntax.

Writing

Students should be able:

- To write an informal letter in Russian.
- To summarize in simple Russian reading material previously assigned.
- To translate accurately into Russian idiomatic English sentences.
- To write correctly short compositions in Russian.

Grammar

While maintaining command of all grammar covered in Phase I through continuous review, students should gain mastery of the following areas:

- Forms of less frequently used nouns, verbs, and conjunctions.

- Verb prefixes and their meanings.

  уходить / выходить / входить / переходить

- Active use of the various compounds of the verbs of locomotion, carrying, and bringing.

- Various ways to express the passive.

  Тут продают газеты.
  В этом районе производится уголь.
  Дача была продана купцом.

- The proper use of quantifiers: adverbs versus adjectives for "Many", "few".

- Declension of cardinal numerals.

- Patterns of agreement in numeral-plus-noun combinations, depending on the syntactic function.

- Patterns of agreement in numeral-plus-adjective-plus-noun combinations, depending on the syntactic function.

- Less frequently used prepositions.

- Various types of subordinate clauses.

- Changing direct speech into indirect speech.

- Construction of indirect questions.

- Finer points of grammar, for example **чтобы** clauses containing infinitives versus **чтобы** clauses containing past tense constructions.

- Proper tense and aspect in subordinate clauses.

SUGGESTED ACTIVITIES

Student Activities

- Engage the teacher and other class members in an exchange of the day's happenings.

- Prepare a résumé and practice it aloud in order to deliver it to the class smoothly and clearly.

- Prepare and present skits and dialogs.

- Listen to Russian language radio programs, and use every opportunity to see Russian films.

- Read both familiar and new material aloud to develop better pronunciation and intonation.
- Write character sketches to build vocabulary and to increase knowledge of adjectives.
- Take advantage of every opportunity to use Russian outside the classroom.

Teaching Strategies

- Create an atmosphere where spoken Russian is both expected and enjoyed.
- Conduct as much of the class as possible in Russian.
- Speak in Russian as often as possible with individual students.
- Utilize visual aids to provide a basis for Russian conversation.
- Utilize visits by native speakers as subjects of interviews in class.
- Prepare special materials for students who need remedial or advanced work.
- Promptly evaluate oral and written expression.
- Be available to students who need special help, guidance, or practice.

EVALUATION PROCESS

Some specific forms of evaluating students' progress include:

- Essay tests on reading selections.
- Compositions on assigned topics or student-selected subjects.
- Oral presentation of dialogs and skits.
- Impromptu talks on topics suggested by the teacher.
- Imformative talks given with aids such as slides, films, and other visuals.
- Oral or written reports on outside reading.
- Summaries of movies, short stories, letters to a friend.

PHASE III

A typical class may consist of students who have completed the preceding

phases of Russian in high school, transfer students desiring humanities credit, or language majors. Consequently, this Phase is bound to be more student-centered than Phase I or Phase II. Programs should be personalized and individually guided.

Despite such diversity, Phase III should include most of the following general objectives. Students should be able:

- To understand all previously studied material when it is recombined.
- To discuss cultural topics in Russian.
- To distinguish nuances of meaning arising from different intonations.
- To demonstrate the ability to comprehend long and complex sentences when presented orally.
- To increase vocabulary comprehension, active and passive, through reading.
- To recognize the variety of ways in which the main themes of the culture are reflected in everyday patterns of living.
- To show an awareness of how age, sex, social class, and area of residence affect language use.
- To demonstrate their ability to understand the present-day role of religious and political groups in the Soviet Union.
- To evaluate the authenticity of statements made regarding Russian culture.
- To understand the role of nationalities within the Soviet Union.
- To understand the role of education in Soviet society.
- To relate aspects of Russian-Soviet culture, in oral and written work, to various disciplines of learning; i.e., the social studies and humanities.

SUGGESTED ACTIVITIES

- Listening to taped Russian language broadcasts.
- Listening to recorded dramatic performances or readings of literary passages.
- Intensive conversation practice.
- A combination of conversation and composition.
- Take notes in Russian.

- Visual aids, handouts, programmed instruction packets, and such materials as are available in packet form from AATSEEL may be useful.

- Cultural concepts may best be presented by the utilization of slides, films, tapes and records. Students who have studied or traveled in the Soviet Union should be given the opportunity to talk about their experiences.

- Individual students may present reports on specific topics of interest to them.

RESOURCE MATERIALS

Most of the titles given as resource materials for grades 9-12 are also appropriate for Community College students.

APPENDIX

A SELECT BIBLIOGRAPHY ON THE TEACHING OF RUSSIAN

Reference Books

Müller, V. K., English-Russian Dictionary (New York: E. P. Dutton, and Co., 1965).

O'Brien, M. A., New English-Russian and Russian-English Dictionary (New York: Dover Publishers, 1954).

Ozhegov, S., Slovar russkogo iazyka, 7th ed. (Moscow: Sovetskaia Entsiklopedia, 1968).

Smirnitsky, A., Russian-English Dictionary (New York: E. P. Dutton, 1959).

General Methodology

Allen, D., and Rebecca Valette, Modern Language Classroom Techniques (New York: Harcourt, Brace, Jovanovich, 1971).

Chastain, Kenneth, The Development of Foreign Languages Skills from Theory and Practice (Philadelphia: Center for Curriculum Development, 1971).

Grittner, Frank, Teaching Foreign Languages (New York: Harper and Row, 1969).

Manger, Thomas, Applied Linguistics--Russian (Boston: D. C. Heath, 1961).

Moulton, William G., A Linguistic Guide to Language Learning (New York: Modern Language Association of America, 1966).

Nelson, Robert, et al., "Motivation in Foreign Language Learning," Report of Working Committee II, Northeast Conference on the Teaching of Foreign Languages, 1970.

Politzer, Robert L., Foreign Language Learning: A Linguistic Introduction (Englewood, N. J.: Prentice-Hall, 1970).

Rivers, Wilga M., Teaching Foreign Language Skills (Chicago: The University of Chicago Press, 1968).

Testing

Kernk, Edith, "FLES Testing," The French Review, 33: 45-52 (October 1959).

Lado, Robert, Language Testing: The Construction and Use of Foreign Language Tests (New York: Longmans, 1964).

Pimsleur, Paul, "Testing Foreign Language Learning," 175-214 in Albert Valdman, ed., Trends in Language Teaching (New York: McGraw-Hill, 1966).

Valette, Rebecca, Modern Language Testing: A Handbook (New York: Harcourt, Brace and World, 1967).

Culture

Black, Cyrile, The Transformation of Russian Society: Aspects of Social Change Since 1861 (Cambridge, Mass.: Harvard University Press, 1960).

Brooks, Nelson, "Teaching Culture in the Foreign Language Classroom," Foreign Language Annals, Vol. I, No. 3 (March 1968).

Curtiss, John Shelton, The Russian Church and the Soviet State, 1917-50 (Boston: Little, Brown and Co., 1953).

Ivanovski, E. L., Ekonomicheskaia Geografiia Rossii (San Francisco: Izdanie Sviato-Kirillo-Mefodievskoi Russkoi Tserkovnoi Gimnazii, 1964).

Jackson, W. A. Douglas, Soviet Union (Grand Rapids, Mich.: Fideler Co., 1963).

Lado, Robert, Linguistics Across Cultures (Ann Arbor, Mich.: The University of Michigan Press, 1952).

Meade, Betsy, and Genelle Morain, "The Culture Cluster," Foreign Language Annals, Vol. VI, No. 3 (March 1973).

Northeast Conference on the Teaching of Foreign Languages, Other Words, Other Worlds, Reports of the Working Committees, 1972.

Treadgold, Donald W., Twentieth Century Russia (Chicago: Rand McNally and Co., 1961).

Wylie, L., et al., "Six Cultures--Selective and Annotated Bibliographies," in J. W. Childers, et al., eds., Reports of Surveys and Studies in the Teaching of Modern Foreign Languages (New York: Modern Language Association of America, 1970).

Individualized Instruction

Allen, Edward David, and Rebecca Valette, Modern Language Classroom Techniques (New York: Harcourt, Brace, Jovanovich, 1971).

Altman, Howard B., ed., Individualizing the Foreign Language Classroom (Rowley, Mass.: Newbury House, 1972).

_____ and Robert Politzer, eds., Individualizing Foreign Language Instruction, The Proceedings of the Stanford Conference (Rowley, Mass.: Newbury House, 1971).

Gougher, Ronald L., ed., Individualization of Instruction in Foreign Languages: A Practical Guide (Philadelphia: Center for Curriculum Development, 1972).

Grittner, Frank M., and Fred H. LaLeike, Individualized Foreign Language Instruction (Skokie, Ill.: National Textbook Company, 1973).

Logan, Gerald E., Individualized Foreign Language Learning: An Organic Process (Rowley, Mass.: Newbury House, 1973).

Northeast Conference on the Teaching of Foreign Languages, Sensitivity in the Foreign Language Classroom, Reports of the Working Committees, 1973.

Pease, David W., "Independent Study of a Foreign Language at Levels One and Two in High School," The Modern Language Journal, Vol. LV, No. 2 (February 1971).

Politzer, Robert L., "Toward Individualization in Foreign Language Teaching," The Modern Language Journal, Vol LV, No. 4 (April 1971).

Reinert, Harry, "Practical Guide to Individualization," The Modern Language Journal, Vol. LV, No. 4 (April 1971).

Valette, Rebecca, and Renee S. Disick, Modern Language Performance Objectives and Individualization: A Handbook (New York: Harcourt, Brace, Jovanovich, 1972).

Performance Objectives

Hoetker, James, "The Limitations and Advantages of Behavioral Objectives in the Arts and Humanities," Foreign Language Annals, Vol. III, No. 4 (May 1970).

Mager, Robert F., Preparing Instructional Objectives (Belmont, Calif.: Fearon Publishers, 1970).

Audio-Visual Techniques

Huebner, S. Theodore, Audio-Visual Techniques in Teaching Foreign Languages (New York: New York University Press, 1961).

Northeast Conference on the Teaching of Foreign Languages, Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids, Reports of the Working Committees, 1969).

FLES

Allen, Edith M., "Foreign Language Below the Ninth Grade: What Are We Doing?" The Modern Language Journal, Vol. L, No. 2 (February 1966).

Dammer, Paul E., et al., "FLES: A Guide for Program Review," The Modern Language Journal' Vol. LII, No. 1 (January 1968).

Eriksson, Marguerite, et al., Foreign Languages in the Elementary School (Englewood Cliffs, N. J.: Prentice-Hall, 1964).

Finocchiaro, Mary, Teaching Children Foreign Languages (New York: McGraw-Hill, 1964).

Glaude, Paul M., "The Establishment of Foreign Language in Junior High School," The Modern Language Journal, XLV, No. 7 (October 1961).

Gordon, Oakley J., et al., Challenging the Superior Students by Making the Study of Russian Available in the Elementary School Curriculum Via Television (Salt Lake City: The University of Utah Press, 1963).

Rationale

Brown, Ina C., Understanding Other Cultures (Englewood Cliffs, N. J.: Prentice-Hall, 1963).

Hardesty, Richard T., and George E. Smith, Translating Foreign Languages Into Careers: Vocational Opportunities for High School and College Students of Modern Foreign Languages (Bloomington, Ind.: Indiana University Press, 1964).

Huebner, S. Theodore, Opportunities in Foreign Language Careers (New York: Universal Publishing Co., 1964).

_____, Why Johnny Should Learn Foreign Languages (Philadelphia: Chilton, 1961).

Sherif, June L., Handbook of Foreign Language Occupations (New York: Regents Publishing Co., 1966).

Journals

ACTFL Review of Foreign Language Education
American Council for the Teaching of Foreign Languages
62 Fifth Avenue
New York, New York 10011

American Foreign Language Teacher
Advancement Press of America, Inc.
1300 Lafayette East
Detroit, Michigan 48207

Foreign Language Annals
American Council for the Teaching of Foreign Languages
62 Fifth Avenue
New York, New York 10011

The Modern Language Journal
The Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

NALLD Journal
National Association of Language Laboratory Directors
Ohio University
Athens, Ohio 45701

Publications of the Modern Language Association
The Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

Russian Language Journal
Department of Russian
University of Wisconsin
East Lansing, Michigan 48823

The Slavic and East European Journal
University Press
University of Wisconsin
Madison, Wisconsin 54315

SOURCES OF PRINTED MATERIALS

American Association of Teachers of Slavic
and Eastern European Languages
Department of Slavic Languages
University of Arizona
Tucson, Arizona 85717

Four Continent Book Corporation
156 Fifth Avenue
New York, New York 10010

Harcourt, Brace, Jovanovich
7555 Caldwell
Chicago, Illinois 60648

Pitman Publishing Company
20 East 46th Street
New York, New York 10017

Programmed Language Instruction, Inc.
42 48th Avenue
Woodside, New York 11377

Russian Language Specialities
Box 4546
Chicago, Illinois 60680

Viktor Kamkin
1410 Columbia Road, N.W.
Washington, D. C. 20009

SOURCES OF AUDIO-VISUAL MATERIALS

Artkino Pictures
165 West 46th Street
Suite 910
New York, New York 10036

Berkeley Teaching Methods
P. O. Box 76
Island Park, New York 11558

Brandon International Films
20 East Adams Street
Chicago, Illinois 60603

Contemporary Films
828 Custer Avenue
Evanston, Illinois 60202

Denoyer-Geppart Company
5235 Ravenswood Avenue
Chicago, Illinois 60640

EMC Corporation
180 East 6th Street
New York, New York 10010

Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Goldsmith's Music Shop
301 East Shore Road
Great Neck, New York 11023

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Mogulla Camera and Film Exchange
235 West 56th Street
New York, New York 10019

Museum of Modern Art
11 West 53rd Street
New York, New York 10019

National Council of American-Soviet Friendship
156 Fifth Avenue
New York, New York 10010

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60076

Teitel Film Corporation
410 South Michigan Avenue
Chicago, Illinois 60605

University of Illinois
Visual Aids Service
Department of Slavic Languages
Urbana, Illinois 61801

United Artists Corporation
729 7th Street
New York, New York 10019

Wible Language Institute
24 South 8th Street
Allentown, Pennsylvania 18105

SOURCES OF PERIODICALS AND MAGAZINES

KOMETA Magazine
140 Kensington Church Street
London W8 ENGLAND

SPUTNIK, APN
2, Pushkin Square
Moscow USSR

COMMITTEE FOR RUSSIAN GUIDELINES

David J. Barker
Maine Township East High School
Des Plaines

Sister Marie Celeste, S.C.
Director of Foreign Languages
Office of the Superintendent
of Public Instruction
Springfield

Edwin Cudecki, Director
Division of Foreign Languages
Board of Education
City of Chicago, Chicago

Valentina Daly
Larkin High School
Elgin

Wilma Hoffman
University of Illinois
Circle Campus, Chicago

Paul T. Griffith
Foreign Language Specialist
Office of the Superintendent
of Public Instruction
Springfield

Winifred Lamons
Hinsdale Township South
High School
Hinsdale

Kyle Martin
Larkin High School
Elgin

Randy Nolde
Barrington Consolidated
High School
Barrington

Frank C. Petronaitis
Lyons Township High School
LaGrange

Steven Stroud
Gemini Junior High School
Niles

Edward Swick
Prospect High School
Mt. Prospect

* * * * *